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ABSTRACT

As one part of PROJECT DESIGN, funded under ESEA Title III, a model of a guidance program that would integrate guidance efforts in the development of a long-range master plan of education for an urban school system is constructed and used as a standard of comparison for the present model in use at the Fresno City Unified School District. In the construction of the model, answers were sought to three basic questions: When are guidance services rendered, for whom are they normally provided, and how are they provided. It is essential that the prevention of problems be stressed, and, if problems do arise, that they be diagnosed and treated at the earliest possible time. Data were collected through questionnaires given to students and guidance personnel. Major conclusions at the elementary level are as follows: Guidance services are rarely present; when they are performed, it is solely for academic placement; and prevention of potential problems is deemphasized. At the secondary level, guidance services focus on a restricted number of students, treatment rather than prevention is emphasized, and guidance personnel spend too much time on routine clerical work. At both levels a reordering of emphasis toward the preventive model is highly recommended. (LN)

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EDUCATIONAL NEEDS

20. GUIDANCE

FRESNO, 1968

FRESNO CITY UNIFIED SCHOOL DISTRICT

1968

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FOREWORD

PROJECT DESIGN (Inter-Agency Planning for Urban Educational Needs) was organized as a two-year project to develop a comprehensive long-range master plan of education for the Fresno City Unified School District in California.

This project was conceived by school leadership to bring under one umbrella current major problems of the schools, the relationship of the schools to the broader community, the impact of educational change now occurring throughout the nation, and a fresh view of the educational needs, goals and aspirations of our youth and adults. The ultimate purpose of the project is to weld into an integrated plan the best use of available resources to meet the totality of current and projected needs according to their rational priorities.

The United States Office of Education funded the proposal as an exemplary Title III project, recognizing the urgency for developing better planning processes for urban school systems. The first year of this project was organized to assess current and projected educational needs in the urban area served by the Fresno City Schools. Planning procedures will be carried out in the second project year.

A major dimension of the Needs Assessment is an analysis of educational and urban factors by a Task Force of specialists. This report is one of the Task Force Needs Assessment publication series. See the next page for the complete list of project Needs Assessment publications.

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20. GUIDANCE

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INITIAL CHARGE

To prepare a model of a guidance program that will integrate guidance efforts in the development of a long-range master plan of education for an urban school system. The present guidance system will be assessed against the model to help determine the needs that must be met for a guidance program to become a more fully functioning part of the total educational effort.

EXPERIMENTAL DESIGN

In attempting to evaluate the present status of guidance and pupil personnel services in any school district, certain choices of approach are open to those conducting such a survey. The most generally used approach is for those responsible to examine the current services in the light of their own biases about what such services should be like. This type of approach has the distinct disadvantage of resulting in outcomes which may reflect more of the idiosyncrasies of the persons making the survey than anything else. The other approach is to attempt to develop and utilize a model for guidance services which essentially reflects all of the basic approaches which could be used in the provision of such services in any school district. Utilization of this approach has the advantage that outcomes will indicate what the focus of activities within the district actually is and, of course, what it is not.

Broadly speaking, such a model should answer at least three basic questions. The first question to be answered is <u>when</u> guidance services are rendered. Are they provided after problems have developed? If so, at what point after they have developed? Are such services provided before problems develop in a developmental-preventive kind of way? If so, at what levels are they provided?

Another question to be answered by such a model is that which asks for <u>whom</u> are guidance services normally provided? Are they provided more for individuals who have already developed some form of deviant behavior, or are they provided, with a broader emphasis, to all students in the school district?

The third question which such a model should attempt to answer is <u>how</u> are guidance services provided? Are they provided primarily through attempts to reach children directly in individual and group situations, or are they provided through attempts to mediate the behavior of others in the child's life situation who are significant to his behavior? Table 1 illustrates how six procedural options may be derived from the various possible answers to these three questions. There is an interdependence between the question of whom guidance services are for and when they are rendered. Therefore, it is possible to resolve the three questions in two dimensions. The vertical dimension points out that attention may be focused on the child directly (direct focus), or on his environment (indirect focus). In the former case, guidance activities concentrate on the

individual child, whether it be to prevent problems or to treat already developed symptoms. The horizontal dimension corresponds to the time at which guidance services are rendered. Guidance efforts may be directed towards: (a) general prevention, (b) early identification and remediation, or (c) diagnosis and treatment. In a program of general prevention, the aim is to reach the entire population and to prevent certain difficulties from arising. Early identification and remediation attempts to reach those who have newly developed and relatively easy-to-treat problems. Diagnosis and treatment is the usual approach of treating pathology only after it has developed to a point where it is easily recognizable or can no longer be tolerated.

Each of the three major foci on the horizontal continuum has its counterpart in both the direct and indirect modes of providing guidance services. The developmental survey will attempt to determine which of these six modes are receiving primary emphasis in the district.

Certain generalizations can be made about the two dimensions and their interrelationships. Obviously, the later the time phase the more intensive must be the treatment, but the smaller will be the proportion of the total population which can be provided such treatment. As one moves from left to right on the scale, the emphasis of the form of intervention changes from one of breadth to one of depth. It is also a generally agreed upon principle that the later the time at which guidance intervenes, the more difficult it is to completely eliminate the symptoms and their after effects. On the other hand, the earlier the intervention takes place, the fewer the special provisions which can be made for individuals who have serious pathology.

In view of circumstances which prevail in large numbers of school districts, it is necessary to point out that the model does not make provision for the inclusion or categorization of those responsibilities of pupil personnel specialists which are not professional in nature. These will be lumped in a separate category labeled non-professional. All activities related to the model are considered to be professional.

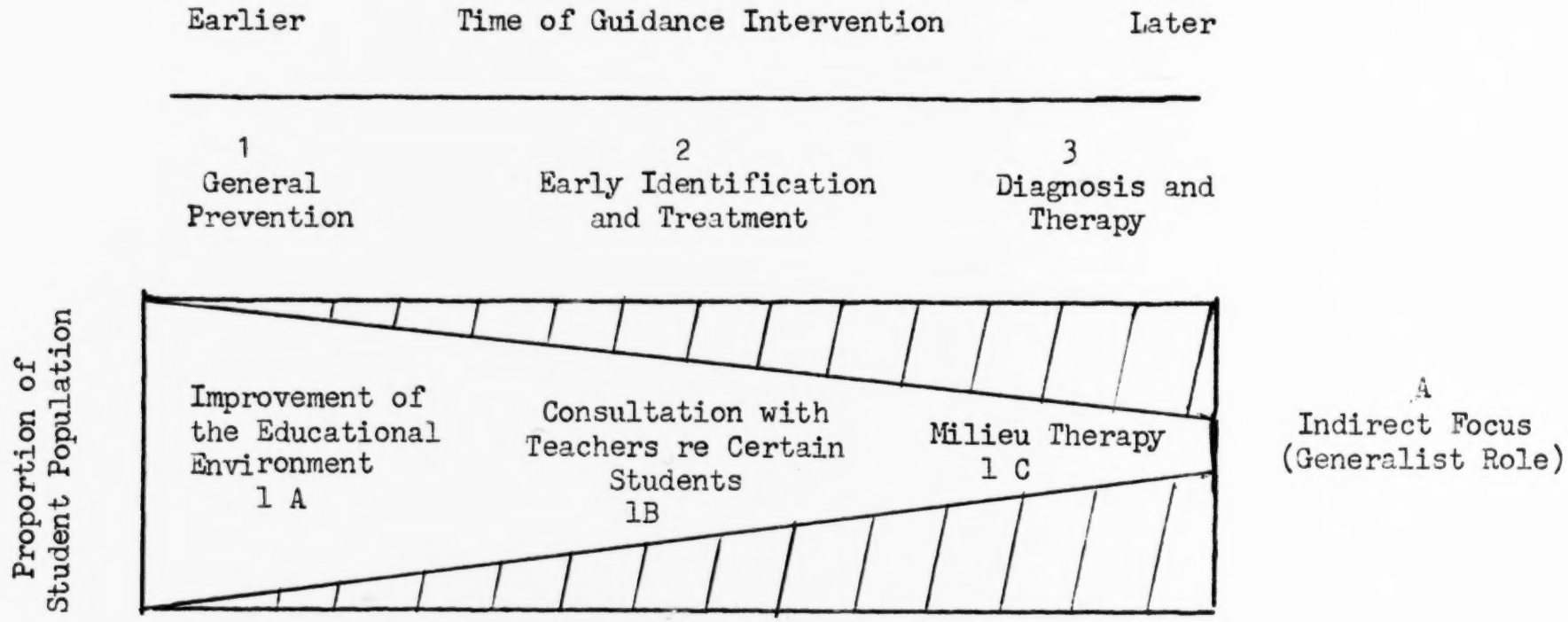

Table 1. A general model for guidance services. The horizontal dimension represents the time at which guidance intervention takes place. The two different rectangles represent two basic techniques for achieving objectives - directly through working with students or indirectly through working with significant adults in the learning environment. The proportion of the population which can be reached through a given technique initiated at a given time is indicated by the white areas. Cross-hatched areas represent the proportion of the population not reached by a given program.

The kinds of perceptions which were studied are of real importance and can reveal a wide variety of valuable information. The major thrust of the guidance survey in Fresno was to attempt to determine where the significant professional role groups, including teachers, administrators and counselors, would place the present guidance program in relation to the model which has been described.

In order to accomplish this, questions were written which reflected each of the six basic postions postulated by the model. These include provision of preventive services through attempts to modify the learning environment, provision of preventive services through direct contact with children, early identification and treatment of problem behavior through teacher consultation, early identification and treatment of behavior through direct work with students, diagnosis and therapy with relatively seriously disturbed students through provision of special environments and diagnosis and therapy with relatively seriously disturbed students. In addition, the survey made provision for respondents to reflect the opinion that much of what guidance specialists did was either largely nonprofessional or largely irrelevant to professional guidance work as reflected by the model.

Three general areas of focus were chosen for which questionnaire items were written. They include: (1) general guidance activities, (2) testing activities and (3) activities related to records and other sources of information. The questionnaire which resulted from this approach and which was utilized in the survey is included in Appendix B, Table 3, reflects the questionnaire items which are aligned with each of the three areas surveyed and further indicates the particular aspect of the model which each item represents. This table also reflects the nonprofessional or irrelevant items included in the questionnaire.

In addition to the questionnaire data, two supplemental sources of information were utilized. These include a Guidance Questionnaire, Appendix B, which was responded to by students relative to their perceptions of the guidance program and the use of interview techniques with teachers, administrators and guidance specialists by members of the survey team.

The individuals on whom data were collected through use of the Survey of Guidance Practices included 74 teachers from six experimental elementary schools, 87 teachers from six other elementary schools, 94 junior high school teachers from four different junior high schools and 152 high school teachers from four high schools. Seven secondary school administrators responded to the questionnaire, including five high school administrators from three different high schools and two junior high school administrators from two different junior high schools. Nine elementary school administrators responded to the questionnaire. Twenty secondary counselors responded to the

questionnaire; three of these individuals were from two different junior high schools, the balance were from three high schools. This sample was selected by persons employed in the Fresno district.

MAJOR CONCLUSIONS

Guidance Programs at the elementary level

One notable exception to the general trends that can be detected at the elementary level exists in those schools which have initiated experimental guidance programs. The survey data collected on the typical elementary school allows three distinct conclusions.

First, guidance services are rarely present in the district's elementary schools.

Second, when such services are performed they primarily consist of diagnosing students for special academic placement or individual counseling or remedial instruction.

Third, the presence of any programs to prevent academic or personal problems from developing through discussions with parents, and to a lesser degree teachers, or through development of appropriate curriculum or instructional techniques are one of the unemphasized uses of guidance personnel even though it is at this school level that such programs are most effective. The most frequent use of information on students is for administrative, rather than guidance or instructional, purposes.

In the elementary schools the preventative model of guidance is non-existent except for the six elementary schools participating in the NDEA Guidance project. This project provides a guidance consultant to work with teachers, parents, students, and administrator for a full day each week. If the preventative model is adopted by Fresno, as is herein strongly recommended, then these six schools have an excellent start on the implementation of a preventative guidance program. The guidance consultants spend all their time on professional functions. The amount of the time spent in working with parents and teachers is well along the lines recommended by the preventative model. In the other elementary schools the guidance service is so infrequent that it is of little value except in aiding the placement of pupils in special programs.

Guidance programs at the secondary level

On the basis of the survey data collected three major conclusions appear warranted. Although exceptions to these conclusions have been noted in individual schools or on the part of specific guidance workers, generalized trends allowing district-wide conclusions emerge.

First, the focus of attention for guidance personnel is to work with a restricted number of students who have special problems of an academic or personal nature. Indeed, the data which is available to the guidance worker appears to be utilized most often to facilitate the identification of those students requiring or selected for that worker's special attention.

Second, the benefits of the specialized training of guidance personnel do not appear to be frequently realized by the general student body or teaching staff of the district's schools. Development of programs through which all students could more effectively realize academic or personal potentials or learn to deal with academic or personal problems are not in general evidence. Treatment rather than prevention is being emphasized. The accumulated information on students is not frequently utilized for developing educational curriculum or instructional techniques appropriate to the district's students. In addition, informed involvement of others responsible for the academic and personal success of students, namely teachers, but particularly parents, is infrequently attempted by guidance personnel.

Third, when guidance personnel are assigned to a specific school, as is the case at the secondary level, the majority of the time spent is on relatively routine clerical work (e.g., keeping school records up to date, scoring tests, etc.). In view of the frequent claim that there is a general lack of time to devote to new programs or even existing ones, such a utilization of specialized personnel requires examination.

In the junior high school and senior high school there is very little evidence of a preventative approach to meeting the needs of the students. Students and teachers seem to think of counselors as administrative assistants and program changers. There is little evidence of a design or of an awareness of a need for a design along the preventative model line. While counselors indicate that they work with students on an individual basis there is abundant evidence that students do not see counselors in the same light. Guidance programs in Fresno are similiar to others throughout California. To meet the developmental needs of pupils in a really effective manner will require a design that specifies outcomes in more specific terms and provides a more effective guideline for the use of counselor time.

HISTORICAL DETAIL

The major conclusion of this survey that the guidance program needs a definitive model to provide for professional growth in the days ahead does not mean that guidance has been at a stand still in Fresno. Actually, Fresno is ahead of other large cities in California in the number of full-time counselors and in the quality of the leadership of the program. The 1963 report - Secondary Guidance Survey - A Re-Evaluation provides adequate documentation of a steady growth in the number of full-time counselors and in the amount of training they have. The chief investigator in this study consulted with the Fresno district in 1960-61 and again this present school year 1967-1968. The major gains noted were in the greatly increased professional interest and attention, along with much more willingness to try new programs. What has been lacking, not only in Fresno but throughout much of guidance nationwide, is a design and model to provide a framework for growth and expansion. All too often schools add counselors, but do not see the need for a comprehensive view and design of what they want to accomplish in their total program. The most outstanding feature in the Fresno system along the line of program planning is the experimental NDEA guidance project. This project assigns two school psychology trained individuals as guidance consultants to six elementary schools. This provides sufficient time for the consultant to spend at least one day a week with each of three schools. This project closely follows the prevention model proposed for consideration to this district. There is a visible design to how the guidance consultant is used in these schools. Not only is there a design, but the use of his time follows closely with the design. It is this type of planning that is strongly recommended by this survey.

METHODOLOGY DETAIL

Time did not allow a complete survey of the guidance program in Fresno. Within the budget of time and finances available six man days of visits were made to a sample of elementary, junior high and senior high schools. In addition two questionnaires were used to collect data for this study. The Guidance Questionnaire is a forty-six item questionnaire designed to assess student reaction to various facets of the total guidance program. This instrument was given to the seniors in all six high schools. The second instrument Survey of Guidance Practices is intended to reflect the opinion of teachers, counselors, and administrators with respect to a variety of guidance and pupil personnel practices in Fresno. Interviews with the administrators and head counselors were conducted in four elementary schools, four junior high schools and four senior high schools.

A detailed evaluation of individual schools is not a purpose of this study and although some of the data received could be used in helping to evaluate a specific school no effort was made to do so

in this study. The major purpose of the study was to propose a model that could provide a framework for the expansion and growth of guidance in Fresno. With a proposed model for the district this study endeavored to assess the degree to which the model was existing in present guidance and pupil personnel endeavors.

RESULTS OF THE GUIDANCE QUESTIONNAIRE

The Guidance Questionnaire is a forty-six item questionnaire designed to assess student reaction to various facets of the total guidance program. The questionnaire is intended to be used to compare one high school against another or to allow one high school to compare itself over a period of years. Without this approach against which to compare student reaction to any specific student personnel service it is very difficult to know whether 70% positive reaction is really very high in satisfaction, medium satisfaction, or even low degree of satisfaction. In the present study only seniors were used. Since this questionnaire was not designed exclusively for the present study it has been necessary to select the items that most closely relate to the model being proposed.

Eight items have been selected for Table 2 - Relating to Self Understanding. These items indicate the extent to which some of the guidance services benefited the student in understanding his talents, interests, strengths, and weaknesses. In Table 3 - Relating to Counselor Role - a total of thirteen items have been selected as relating closely to the study of counselor role. Since the main purpose of this study does not relate to evaluating individual high schools it has been deemed advisable to leave the names of the schools off of the two tables. The questionnaire does show wide variation in the way seniors perceive their own program. However, the focus in this report will be to utilize the data from the seniors to help focus on the degree to which the present guidance program in Fresno relates to the proposed guidance model. Possible solutions will not be our concern at this time, since a clear delineation of need and present status of the guidance program is our major goal.

Results - In reviewing the results of the eight items relating to self understanding we find the students feel that a good many of their courses have little relationship to later life and provide very little opportunity to explore their own interests. From 25% to 50% of the study body of the individual high schools feel that the counselors have been of little or no help with the problems they face in planning their future. Along the same line, from 39% to 49% of the students do not feel that the school has done much to help them discover their own real strengths and weaknesses. Providing opportunity for students to use occupational materials is evidently a neglected area since close to half of the students indicate little or no use of occupational materials. The interpretation of tests results to students finds only about a third of the students indicating they have been helped to understand their own achievement and ability

level from the test results. The last two items relate more to opportunities within the school to become aware of ones own abilities and talents and to take responsibility for one's own learning. The high schools are given a higher standing on these items, but it is not clear how much the counselors are actually involved in this particular process.

The most pervasive impression one gets from studying these thirteen items is that seniors in our high schools do not view the counselor role as having much significance or influence on their lives. It is interesting to note that from 29% to 50% of the seniors feel that their counselors have little or no interest in them personally. How one can expect to have a significant influence in the lives of individuals who do not feel you are interested in them? Further, the student does not see the counselor as one who might help him to understand himself more. The students are finding little opportunity to discuss in school the problems that bother high school students. From 37% to 58% of the seniors state that they have little or no opportunity for such discussions. While there are wide differences among the six high schools, it is evident that senior satisfaction with how the counselors work leaves much to be desired. It is the thesis of this study that this condition exists mainly because there has not been an adequate model to help counselors know what to do to help students, let alone when they could get together with them. It is clear that no high school in Fresno has a guidance program that relates at all closely to the model proposed here. It should be pointed out that few, if any, high schools in California do have such programs. However, if improvement is to be made in planning for the future a design for the orderly development of a guidance program must be advanced. High school guidance programs are not presently designed to systematically improve the self-understanding of the student as to his talents, abilities, and achievements. A concentrated approach needs to be made on this problem.

Table 2

GUIDANCE QUESTIONNAIRE ITEMS RELATING TO SELF UNDERSTANDING

Item 4. How much do you feel the school has provided courses that will be of benefit to you in later life?

School	A	B	C	D	E	F
Much	35	38	42	42	44	48
Little or None	12	14	7	7	8	10

All numbers are percentages

Item 5. How much do you feel the courses at your school allow you to explore your interests as much as you would like?

School	A	B	C	D	E	F
Much	19	24	25	33	28	27
Little or None	24	19	19	16	21	18

Item 8. How much help have your been given by your counselor with problems that have to do with planning your future?

School	A	B	C	D	E	F
Much	11	36	22	14	14	20
Little or None	51	25	30	44	403	36

Item 9. How much has the school helped you to discover your real strengths and weaknesses?

School	A	B	C	D	E	F
Much	13	27	23	15	16	23
Little or None	49	31	34	33	35	32

Item 16. How much have you used the occupational materials provided in your school?

School	A	B	C	D	E	F
Much	6	21	12	12	14	16
Little or None	52	26	44	43	42	36

Item 22. How much have the tests you have taken in school helped you to understand your achievement and ability levels?

School	A	B	C	D	E	F
Much	16	28	16	16	17	25
Little or None	34	18	36	35	33	22

Table 2 --Continued

Item 33. To what extent are you aware of your own abilities and talents?

School	A	B	C	D	E	F
Much	43	38	38	37	39	37
Little or None	5	12	7	8	9	11

Item 35. How much responsibility for your own learning are you given in your school?

School	A	B	C	D	E	F
Much	46	39	44	62	35	39
Little or None	11	17	11	8	17	11

TABLE 3

GUIDANCE QUESTIONNAIRE ITEMS RELATING TO COUNSELOR ROLE

Item 2. How much have you met with your counselor during the last year?

School	A	B	C	D	E	F
Much	12	30	17	16	8	12
Little or None	33	19	21	23	34	25

Item 41. How much opportunity do you have to talk with your counselor about the things that bother you?

School	A	B	C	D	E	F
Much	7	15	18	20	13	14
Little or None	66	52	55	44	65	54

Item 21. How much difficulty have you had in obtaining a conference with your counselor?

School	A	B	C	D	E	F
Much	22	16	6	13	7	24
Little or None	46	60	71	65	65	48

Item 44. How many of the students in this school who most need counseling are receiving such help?

School	A	B	C	D	E	F
Much	10	21	21	23	13	17
Little or None	42	32	29	26	38	29

Item 46. To what extent are the guidance personnel associated with this school competent?

School	A	B	C	D	E	F
Much	19	20	30	39	24	28
Little or None	18	20	20	10	20	15

Item 29. How much do you feel the counseling program contributes to improving the total school program?

School	A	B	C	D	E	F
Much	19	31	36	33	23	32
Little or None	25	15	21	13	20	15

Item 11. How much do you talk with your counselor about the things that bother you?

School	A	B	C	D	E	F
Much	3	7	3	4	3	4
Little or None	80	65	80	79	85	77

Table 3 --Continued

GUIDANCE QUESTIONNAIRE ITEMS RELATING TO COUNSELOR ROLE

Item 15. When you have had problems with teachers, how much have counselors helped you in solving them?

School	A	B	C	D	E	F
Much	7	16	10	6	4	11
Little or None	66	56	68	69	79	70

Item 18. How much have you talked with a counselor when you have had a personal problem?

School	A	B	C	D	E	F
Much	3	8	2	4	3	4
Little or None	87	73	88	85	92	78

Item 14. How much have the counselors helped you to understand yourself more?

School	A	B	C	D	E	F
Much	1	13	4	5	4	6
Little or None	83	52	76	78	80	65

Item 19. How much are your counselors personally interested in you?

School	A	B	C	D	E	F
Much	14	25	26	24	12	18
Little or None	36	29	33	29	50	41

Item 23. How effectively does the counselor help when you feel you need help?

School	A	B	C	D	E	F
Much	16	27	23	25	10	22
Little or None	43	27	37	35	48	37

Item 12. How much opportunity do you have to discuss in school the problems that bother students your age?

School	A	B	C	D	E	F
Much	6	19	9	18	18	10
Little or None	53	44	56	37	42	58

RESULTS OF THE SURVEY OF GUIDANCE PRACTICES QUESTIONNAIRE

Results will be presented in terms of the groups which responded: teachers, administrators and counselors. Further breakdowns will be made in terms of the three major sections of the questionnaire.

Teachers

Tables 5 through 7 present the outcomes of the questionnaire on teacher groups for the three different sections of the questionnaire. Table 5 represents the responses of teachers to questions on general guidance services; Table 6 their responses to the questions relative to testing and Table 7, their responses to the items relating to records and other information.

High school teachers -- The data in Table 5 indicate that high school teachers clearly perceive the primary activity of counselors in their schools to be essentially irrelevant to professional guidance work. This is reflected in their No. 1 ranking of Item 10 and in their No. 2 ranking of Item 5. Both of these items reflect activities which are either irrelevant to what would normally be considered a guidance responsibility or which are essentially sub-professional in nature. Not until the third ranked item do teachers reflect their opinion of the professional activities of counselors. At this point it is seen that teachers perceive professional guidance emphasis to be essentially therapeutic with early identification of problems ranked as a secondary focus. Preventive guidance activities are assigned extremely low ranks.

Table 6 reflects all teachers reactions to the testing aspects of the guidance program. High school teachers indicate that the major use made of test results is for the identification of the more seriously disturbed students for the purpose of placing a student in a special education program or subject matter area. The secondary use of tests in the eyes of high school teachers is for the early identification and treatment of problems through direct means. The tertiary use of tests comes back to a therapeutic use, namely diagnosis and direct treatment of more seriously disturbed children. Beyond this level, the magnitude of the means is so undifferentiated that they do not appear to have any clear meaning.

Table 7 indicates that high school teachers clearly perceive the major use of records to be for non-guidance activities. The difference in the magnitude between this first ranked item and the second ranked item which relates to therapeutic use for records is so great that it is obvious that, in the eyes of these teachers, records do not have a primary guidance use. The lowest ranked items relative to records reflect that they are seldom used for preventive purposes or for purposes of early identification.

Junior high school teachers -- Junior high school teachers also indicate their belief that counselors in their schools are primarily involved in activities that are not relevant to the

professional guidance field. Both the first and third ranked items reflect this perception. As was true with the high school teachers, they perceive the professional guidance emphasis to be therapeutic, followed by early identification and treatment. Problem prevention receives a very low ranking.

Like the high school teachers, junior high school teachers indicate a belief that tests are used primarily as diagnostic instruments for the placement of students in special educational situations. Secondary use is also essentially therapeutic, but this is for the purpose of the identification and direct treatment of children. Third is the use of tests for early identification and counseling of less seriously disturbed children. The magnitude of the mean of the fourth ranked item increases drastically and from this point on the junior high teacher responses appear to be essentially undifferentiated.

Junior high school teachers indicate that the primary use of records is for non-guidance purposes. The magnitude of the mean increases greatly from the first to the second ranked item, but it appears quite clear that the guidance uses to which records are put are primarily therapeutic and early identification and treatment at junior high level.

Experimental elementary school teachers -- The experimental elementary school teachers perceive the major guidance emphasis to be a direct therapeutic approach to students. The secondary emphasis, in their eyes, is on the early identification and treatment of problems through consultation with teachers. Even in these so-called experimental schools, non-professional activities receive relatively high ranking. Item 10, which is ranked No. 3, on Table 5 has a mean which is only slightly higher than Item 2, which is ranked second. As was true at both the high school and junior high school, preventive types of activities receive low rankings.

Teachers in experimental elementary schools perceive tests to be used primarily for therapeutic purposes, both direct and indirect. Their third and fourth ranked items indicate that early identification of problems, both direct and indirect, is a secondary focus for the use of tests.

The major use of records is perceived to be essentially for non-guidance purposes. The second and third ranked items indicate that when records are used for guidance activities, it is essentially for therapeutic purposes. The use of records for preventive activities is ranked lowest.

Teachers in typical elementary schools-- In elementary schools without special guidance assistance (labeled in this report "typical" elementary schools) the guidance emphasis is somewhat surprisingly similar to that of the experimental schools, namely on direct therapy. As was true in the experimental schools, the non-relevant activities component also receives a very high ranking, in this instance second rather than third. As was true also in the experimental schools, preventive guidance activities receive the lowest rankings.

Teachers in those elementary schools where special guidance assistance is not provided rank the use of tests for therapetuic purposes (placement of children in special situations) first, as did all other teacher groups. They do depart from the typical pattern somewhat in ranking the early identification of problems and the remediation of these problems through teacher consultation in a second postion. It should be mentioned at this point, however, that the magnitude of the means here is such that these teachers are in effect saying that they get these services at best only occasionally and some times only rarely.

As was true with all other teacher groups, the teachers in the typical elementary schools indicate that the major use of records is for non-guidance purposes. The rankings from this point on are somewhat similar to the rankings of the other teacher groups with the use of records for direct therapy ranked second, for early identification through indirect means ranked third and indirect therapeutic uses ranked fourth. Preventive use of records ranks at the bottom of the scale.

Summary of Teacher Perceptions

General guidance services are perceived in highly similar ways at the high school and junior high school. Gneerally speaking, it seems reasonable to state that teachers at both of these levels perceive the primary functions of guidance specialists to be essentially subprofessional and/or unrelated to what are generally considered to be professional guidance activities. Beyond this, the emphasis at both of these levels is essentially therapeutic; the least emphasis is on preventive kinds of guidance activities.

The pattern for general guidance activities is somewhat different at the elementary school level with direct therapeutic guidance activities ranked first by teachers in both the typical and the experimental elementary schools. Teachers at both of these kinds of schools do perceive that counselors are spending their time in activities which may be considered subprofessional.

It is necessary to compare the absolute magnitude of the means at the high schools, junior high schools, experimental elementary schools and typical elementary schools. These means reveal that even those general guidance services which are most frequently performed are performed only "occasionally" in the typical elementary school. The range at this type of school is from "occasionally" to "never." There is a progression with experimental schools being next highest in terms of magnitude of the means, junior high schools next highest and high schools highest in terms of the extent to which guidance services are, in the opinion of teachers, actually performed. Teachers in the high

school level perceive guidance services to be ranked on the continuum from "most of the time" to "occasionally."

The same differences noted in the magnitude of the means with respect to general guidance services do not hold in the case of testing. The high schools, junior high schools, and experimental elementary schools are essentially similar with respect to the magnitude of means. The typical elementary school, however, indicates that it is getting very little in the way of any kind of testing services. It would appear that the special guidance services being provided to the experimental elementary schools are, in teacher's perceptions, going primarily into diagnostic testing rather than into general guidance services.

A similar situation appears to prevail with respect to the use of records. Responses of teachers in typical elementary schools indicate that records are used for guidance purposes only "occasionally", for any reason, the range of responses at the high school level is from "most of the time" to "occasionally." The emphasis on the use of such information, when it is relevant to guidance, is primarily on therapy. It is quite clear that general guidance services are much more frequently available, in the minds of teachers, at the high school level and are least frequently available in a typical elementary school.

Teachers at the secondary levels, both high school and junior high school, tend to see those professional activities which are rendered as being essentially thereapeutically oriented and least oriented in the direction of preventing problems. A highly similar situation exists at the elementary level in both the experimental and typical schools. The use of tests has a high therapetuic orientation in the eyes of teachers in all four kinds of schools, while the use of tests for the prevention of learning difficulties ranks very low.

Administrators

Tables 8 through 10 reflect the responses of administrators to the guidance questionnaire. These responses must be interpreted cautiously in view of the low number of individuals who responded in each category.

Secondary administrators -- At the secondary level, administrators agree with junior high schoool and high school teachers in perceiving that counselors are involved more frequently in non-guidance activities than in guidance activities. Beyond this, the emphasis, in the eyes of secondary administrators, is on a therapeutic approach both direct and indirect. The concept of prevention ranks extremely low.

Perceptions of secondary administrators of the use of tests in the guidance program can best be described as "mixed" or possibly as confused. There is little indication that secondary administrators perceive any particular emphasis to exist in the use of tests at the secondary level. There is a slight indication that the direct use of tests to prevent learning difficulties and the indirect use of tests

for essentially therapeutic purposes may rank high. Secondary administrators believe that test results are used least for the purposes of preventing problems or identifying problems early.

Secondary administrators perceive that the greatest use of records and other information is for non-guidance purposes. The secondary use of such records is perceived to be for therapeutic purposes with least emphasis on the use of such data for the prevention of problems.

Elementary administrators -The main comment that should be made about general guidance activities at the elementary level is that these administrators perceive that nearly no general guidance services are performed at that level. The range is from "occasionally" to "never". The highest ranked item at the elementary level exceeds in magnitude the ninth ranked item at the secondary level. This indicates clear belief among elementary school administrators that few general guidance services are available to their schools.

The first four ranked items are so similar in magnitude of the means that probably no realistic differentiation can be made among these four items. These four items emphasize early identification of problems through teacher consultation, direct therapy, indirect therapy and subprofessional activities.

Elementary administrators perceive that the primary emphasis in the use of tests is for therapeutic purposes, both direct and indirect. Beyond this, there is almost no differentiation among the other uses made of tests by elementary principals. It is interesting to note that while elementary administrators believe that general guidance services are almost non-existent in their schools, they believe that testing services are much more readily available. Comparison of the magnitude of the means for elementary principals are reflected in Table 8 and Table 9 which confirm this observation.

The elementary administrators indicated almost no differentiation among the use of records and other information for guidance purposes, for direct therapeutic purposes and for the prevention of problems through indirect approaches. There is little evidence of the existence of any kind of pattern insofar as the use of these kinds of records by guidance personnel is concerned.

Summary of Administrator's Perceptions

Both secondary and elementary principals reflect the belief that the basic professional orientation of the guidance programs in their schools is essentially therapeutic. The major difference between the secondary and the elementary levels is that elementary administrators, to a much greater degree than secondary administrators, perceive guidance personnel to be involved in professional as opposed to subprofessional functions. A second major difference lies

in the fact that while secondary administrators believe that a variety of general guidance services are rather readily available, elementary administrators indicate that such services are available only "occasionally" at best and sometimes are "never" available.

Secondary administrators do perceive some use of tests for preventive purposes, but, beyond this, perceive that tests are used essentially for purposes that can be defined as therapeutic. Elementary administrators place therapeutic use of tests in the first two ranks. It is difficult to see any prevailing pattern with respect to the use of test results at either the secondary or elementary level when administrator perceptions are utilized as a criterion of what is done.

With respect to records, secondary administrators clearly place the use of such information as being primarily for nonprofessional purposes with therapeutic uses following. Elementary administrators indicate approximately equal use of records for direct therapeutic purposes and for non-guidance related purposes. Both groups ranked the use of tests for the prevention of problems at the bottom of the scale.

Counselors

Tables 11 through 13 present counselor responses to the guidance questionnaire. Since all counselor samples were from the secondary level and since the number sampled from the junior high level was so small as to make any interpretation of their responses separately highly unreliable, they will be considered as a single group. Table 8 reflects their perceptions of their participation in general guidance activities. The counselors tend to agree with secondary school administrators and teachers at all levels that they are most involved in activities which are essentially irrelevant to the guidance process or which are subprofessional in nature. Interestingly, however, they are the only group of the seven reported here who rank themselves high in the early identification and treatment of problems through direct means. Essentially, this means that counselors perceive themselves as doing a great deal of individual counseling of children with relatively minor and/or normal problems, while no other respondent group does. This deviation in counselor perception from the perception of all other groups is highly significant.

From the first ranked responsibility to the second is a large jump in terms of the magnitude of the mean scores and the pattern from this point on is so highly confused that little can be said about it except that these counselors do not indicate that they operate on the basis of any specific model of guidance services except direct services to individual students who have essentially normal problems. The fact that this perception is idiosyncratic to this group must be re-emphasized.

Table 12 reports counselor perceptions of the uses to which tests are put. There is very little differentiation from one rank to another and this lack of differentiation leads to the suspicion that tests are not used in any regularized or systematic ways. If ranks are accepted at face value, primary emphasis appears to be on the use of tests for the prevention of problems through direct intervention. The secondary use to which tests are put is for therapeutic purposes through indirect means. While counselors themselves tend to deny that they use tests directly for therapeutic purposes, the other six groups all perceived this as a considerably more significant use of test results than the counselors.

Table 13 reflects counselor perceptions of the uses to which records and other information are put. They agree with the other groups that non-guidance uses are more frequent than guidance uses. They agree with most of the other groups in perceiving that when such information is used for guidance purposes, it is essentially put to use for therapeutic purposes and is least used in the prevention of learning difficulties.

With the possible exception of high school teachers, counselors perceive general guidance services to be more readily available than any other group sampled. The variance in counselor perceptions from all other groups sampled , coupled with material to be reported in Tables 14,15, and 16, appear to indicate the existence of rather different perceptions by counselors of what they are doing than are held by administrators and teachers.

Knowledge of Guidance Practices

Tables 14 through 16 reflect the extent to which Alternative No. 7 ("I do not know") was utilized by each of the three major groups in connection with specific items. It is Table 16 which provides some cause for concern. Subjective inspection of the table makes it apparent that a very high proportion of teachers claim not to know very much about what is going on in the guidance program. If 33-1/3% of the teachers is arbitrarily selected as some kind of a critical point, then 1/3 or more of high school teachers claim they do not know the extent to which certain guidance practices are being carried out in the case of nine of the twenty-five items. The same is true of junior high school teachers on ten items, and for elementary teachers in the experimental schools on twelve items and for elementary teachers in typical elementary schools on six items. The last figure is slightly misleading since there are three items which are less than 1% removed from the 1/3 figure and nine, rather than six, would be a more honest estimate. In any event, it is clear that a high proportion of teachers claim not to know very much about the guidance program.

TABLE 4

Relation of Questionnaire Items of the Model

General Guidance Section

	Direct	Indirect
Prevention	9	6, 7
Early Identification	1	2, 3
Therapy	4	8
Non-Professional	5, 10, 11	

Testing Section

	Direct	Indirect
Prevention	18	17
Early Identification	16	14, 15
Therapy	13	12

Records Section

	Direct	Indirect
Prevention	25	24
Early Identification	23	22
Therapy	20	19
Non-Professional	21	

TABLE 5

Fresno Survey
General Guidance Services (1-11)
Teacher

	High School		Junior High		Elem. Exp.		Elem.	
Rank	Item	X	Item	X	Item	X	Item	X
1	10	2.126	10	2.723	4	3.072	4	3.974
2	5	2.973	8	3.084	2	3.414	10	4.067
3	8	3.361	5	3.100	10	3.473	2	4.166
4	4	3.421	4	3.102	3	3.557	8	4.666
5	2	3.778	1	3.739	7	3.740	3	4.716
6	3	3.781	2	3.769	8	3.760	1	4.833
7	7	3.963	3	3.814	6	4.193	6	4.922
8	1	4.262	7	3.833	1	4.333	7	5.033
9	9	4.400	9	4.107	11	4.394	9	5.166
10	11	4.429	11	4.370	9	4.651	5	5.298
11	6	4.568	6	4.389	5	4.888	11	5.678

TABLE 6

Fresno Survey
Testing (12-18)
Teachers

	High School		Junior High		Elem. Exp.		Elem.	
Rank	Item	X	Item	X	Item	X	Item	X
1	12	2.952	12	2.594	12	2.745	12	3.666
2	16	3.203	13	2.942	13	3.048	14	4.000
3	13	3.353	16	2.982	16	3.439	13	4.038
4	18	3.681	17	3.442	14	3.400	16	4.540
5	17	3.696	18	3,481	18	3.793	17	4.722
6	15	3.837	14	3.581	15	3.900	15	4.791
7	14	4.214	15	3.816	17	4.269	18	4.962

TABLE 7

Fresno Survey
Other Information (19-25)
Teachers

	High School		Junior High		Elem. Exp.		Elem.	
Rank	Item	X	Item	X	Item	X	Item	X
1	21	1.899	21	2.028	21	2.145	21	3.049
2	19	3.019	19	2.739	19	3.000	20	3.965
3.5	20	3.294	23	2.840	20	3.307	22	4.058
3.5	23	3.294	20	3.014	23	3.454	19	4.126
5	24	3.682	25	3.564	24	3.588	23	4.641
6	25	3.750	22	3.569	22	3.807	24	4.775
7	22	4.112	24	3.674	25	3.952	25	4.877

TABLE 8

Fresno Survey
General Guidance Services (1-11)
Administrators

Secondary N=7			Elementary N=9		
Rank	Item	XX	Rank	Item	X
1	10	2.286	1.5	2	4.333
2	8	2.833	1.5	4	4.333
3	2	3.000	3.5	8	4.444
4	4	3.285	3.5	10	4.444
5.5	3	3.571	5	3	4.888
5.5	7	3.571	6	1	5.000
7	1	3.833	7	7	5.250
8	5	4.000	8	6	5.375
9	6	4.285	9	11	5.550
10	9	4.857	10	9	5.555
11	11	5.000	11	5	6.000

TABLE 9

Fresno Survey
Testing (12-18)
Administrators

Secondary			Elementary		
Rank	Item	X	Rank	Item	X
1	18	2.5000	1	12	2.666
2	12	2.8333	2	13	3.333
3	13	3.333	3	14	3.444
4	16	3.400	4	17	3.625
5	17	3.600	5	15	3.777
6.5	14	3.833	6	18	4.125
6.5	15	3.833	7	16	5.000

TABLE 10

Fresno Survey
Other Information (19-25)
Administrators

Secondary			Elementary		
Rank	Item	X	Rank	Item	X
1	21	1.500	1.5	20	3.000
3	19	2.500	1.5	21	3.000
3	20	2.500	3	22	3.111
3	23	2.500	4	23	3.714
5	22	3.666	5	24	4.125
6	25	4.000	6.5	19	4.333
7	24	4.200	6.5	25	4.333

TABLE 11

Fresno Survey
General Guidance Services (1-11)
Counselors

Secondary
N=20

Rank	Item	X
1.5	1	2.350
1.5	10	2.350
3	2	2.950
4	3	3.157
5	7	3.300
6	5	3.526
7	6	3.722
8	4	3.842
9	9	4.000
10	8	4.052
11	11	4.473

TABLE 12

Fresno Survey
Testing (12-18)
Counselors

Secondary
N=20

Rank	Item	X
1	18	2.315
2	12	2.450
3	16	2.600
4	14	2.842
5	17	3.100
6	13	3.111
7	15	3.150

TABLE 13

Fresno Survey
Other Information (19-25)
Counselors

Secondary
N=20

Rank	Item	X
1	21	1.500
2	19	2.052
3	20	2.250
4	23	2.611
5	25	3.052
6	22	3.105
7	24	3.411

TABLE 14

Fresno Survey
Administrators
Percent of No. 7 Response

Item	Secondary	Elementary
1	14.28	.00
2	14.28	.00
3	.00	.00
4	.00	.00
5	.00	.00
6	.00	.00
7	.00	11.11
8	14.28	.00
9	.00	.00
10	.00	.00
11	28.57	33.33
12	.00	.00
13	.00	.00
14	.00	.00
15	.00	.00
16	28.57	11.11
17	28.57	11.11
18	14.28	11.11
19	.00	.00
20	.00	11.11
21	.00	11.11
22	.00	.00
23	.00	22.22
24	16.66	11.11
25	.00	.00

TABLE 15

Fresno Survey
Teachers
Percent of No. 7 Response

Item	High School	Junior High	Elem. Exp.	Elem.
1	17.56	19.78	2.70	9.30
2	13.24	14.28	5.40	3.44
3	42.00	41.30	17.56	29.41
4	18.79	13.33	5.47	9.41
5	24.83	24.73	61.97	32.94
6	13.15	18.08	16.21	10.46
7	38.51	35.48	27.02	30.23
8	30.92	21.97	31.50	32.94
9	39.59	37.77	41.09	30.23
10	10.66	28.57	47.94	31.39
11	28.66	31.11	47.94	34.11
12	16.10	14.13	19.17	15.29
13	23.17	21.59	16.21	8.23
14	14.86	20.43	19.17	9.63
15	42.28	46.73	30.55	20.23
16	31.33	40.42	43.05	26.50
17	31.54	44.08	63.88	36.47
18	38.92	41.93	59.72	36.90
19	29.05	24.17	35.61	26.74
20	35.81	21.97	28.76	32.55
21	26.84	25.80	34.24	28.23
22	21.62	20.87	28.76	20.93
23	41.78	45.05	69.44	38.37
24	44.96	52.74	76.38	42.35
25	51.02	56.66	70.42	42.35

TABLE 16

Fresno Survey
Counselors
Percent of No. 7 Response

Item	Secondary
1	.00
2	.00
3	.00
4	.00
5	5.00
6	.00
7	.00
8	.00
9	.00
10	.00
11	.00
12	.00
13	.00
14	.00
15	.00
15	.00
16	.00
17	.00
18	.00
19	.00
20	.00
21	.00
22	.00
23	.00
24	5.00
25	.00

TABLE 17

Mean rankings of respondents at the elementary and secondary levels in relation to proposed model of guidance services

Type of activity or utilization	Elementary	Secondary
General guidance services:		
Work with teachers in developing curriculum and general information on learning and personal problem prevention.	5.14	4.23
Work with parents to provide information for the prevention of learning or personal problems.....	5.14	3.66
Consult with teachers concerning methods for effectively working with certain students.....	4.24	3.37
Consult with parents concerning methods for effectively working with their child.....	4.79	3.57
Working with special groups of children.....	4.55	3.33
Providing direct programs with all students to prevent learning or personal problems.	5.35	4.33
Counseling with selected students.....	4.91	3.63
Counseling students with relatively severe problems.....	4.15	3.41
Use of Test data:		
Use of data to aid curriculum development...	4.17	3.45
Toidentify students who may develop problems and provide teachers with possible preventive means.....	3.72	3.61
To provide parents with identification and means.....	4.28	3.65
To group students in special classrooms or sections.....	3.16	2.70
To identify potential difficulties to and develop preventive actions by guidance personnel.....	4.77	3.04

Table 18 Continued

Type of activity or utilization	Elementary	Secondary
To Provide feedback to students and/or parents.....	4.54	2.99
To diagnose students with special learning or personal difficulties requiring individualization.....	3.68	3.18
Use of other information on students:...		
To aid in curriculum development.....	4.44	3.74
To identify students who may develop problems and provide teachers with possible preventive means.....	3.58	3.60
To group students in special classrooms or sections.....	4.22	2.57
To identify potential difficulties to and develop preventive actions by guidance personnel.....	4.17	2.82
To provide feedback to students and/or parents.....	4.60	3.59
To diagnose students with special learning or personal difficulties requiring individual attention.....	3.48	3.26

Interview Data

Interviews were conducted at representative schools throughout the district. The primary purpose of these interviews was to clarify and validate results of the questionnaire data. In general, the data collected through interviews confirmed the results of the questionnaire data at the different instructional levels sampled.

General Recommendations for Guidance Programs in the Fresno Unified School District

The results of the present survey indicate that the following programs benefiting the general student population could be instituted at the elementary and secondary levels with revision of the role of present guidance personnel:

1. training of teachers in effective instructionally-related interpretation of test results and other student data;
2. a general parent education program aimed at enlisting parental cooperation and responsibility in attaining mutual educational goals;
3. utilization of student data in curriculum development and revision;
4. instructional programs aimed at enhancing student's academic and personal effectiveness;
5. a system of identification of student's potential assests and liabilities which would allow alerting and concerting the efforts of those persons who can serve the preventive function, primarily, parents, teachers, administrators, and counselors.

The major variable revealed by survey data which appears to require attention before any significant changes in roles or functions are feasible is the lack of manifest objectives for the district-wide guidance program. The large number of "I do not know" responses from teachers, indicating a lack of awareness as to the guidance functions being performed, coupled with the discrepancies noted in the responses from the different types of respondents at the different school levels surveyed are evidence of the existence of this problem. The initiation of district-wide discussion among administrators, guidance personnel, parents, students, and teachers as to the specific objectives of the guidance program throughout the district appears to be the initial responsibility and need.

APPENDIX A
Guidance Questionnaire

The counselors want to find out how you feel about the counseling program at this school. In order to help make the program of greater value to you, we are asking you to fill out the following questionnaire. We want your frank and honest answer to each of these questions. Each question can be answered one of three ways.

The following is a list of questions about you and your counseling program. We want to know how you feel about each one of these questions. Mark your answer to each of these questions by blackening the appropriate space on your answer card. Read carefully and be sure to answer every question. Be sure to make your marks on the answer card heavy enough so that the machine will pick them up. Use only the special pencil you have been provided.

Again, be sure to answer every question. This is not a test and there are no right or wrong answers. DO NOT WRITE YOUR NAME ON THE BOOKLET OR ANSWER CARD. In the blank provided on the answer card, write the name of your school. Also indicate your sex. Circle M or F. Also circle your grade, sr., jr., soph., or fr. Circle the number of years spent in this school, i.e., 1,2,3, or 4.

An example of how to answer each question follows:

EXAMPLE: How much did you enjoy elementary school?

On your answer card you will notice that there are three possible answers to this and all other questions. Possible answers: "much" "some", and "little or none". If your answer to the question above was "much", you would blacken the space marked "much" after the number of that question on the answer card. If you wish to answer the question by saying "some" you would mark "some" and if your answer is "little or none" you would mark "little or none".

MARK ONLY ONE SPACE AFTER EACH QUESTION.

---

1. How much help has your counselor given you in getting along with other students?

2. How much have you met with your counselor during the last year?

3. How much do you enjoy attending school?

4. How much do you feel the school has provided courses that will be of benefit to you in later life?

5. How much do you feel the selection of courses at your school allows you to explore your interests as much as you would like?

6. How much do you feel you have had as much opportunity as you would like to take part in extra-curricular activities (clubs, athletics, etc.)?

7. How much have you participated in extra-curricular activities?

8. How much help have you been given by your counselor with problems that have to do with planning your future?

9. How much has the school helped you to discover your real strengths and weaknesses?

10. How much difficulty did you have adjusting to high school from elementary school?

11. How much do you talk with your counselor about things that bother you?

12. How much opportunity do you have to discuss in school the problems that bother students your age?

13. How much do you feel the school keeps you informed of your progress?

14. How much have the counselors helped you to understand yourself more?

15. When you have had problems with teachers, how much have counselors helped you in solving them?

16. How much have you used the occupational materials provided in your school?

17. How much help have you been given by your counselor in money management?

18. How much have you talked with a counselor when you have had a personal problem?

19. How much are your counselors personally interested in you?

20. How much personal interest have your teachers given you in school?

21. How much difficulty have you had getting a conference with your counselor?

22. How much have the tests you have taken in school helped you to understand your achievement and ability levels?

23. How well does the counselor help you when you feel you need help?

24. How much have you learned from your counselor regarding good study habits?

25. How much have you talked with your counselor about your health problems? If you have not had health problems, how much would you talk with your counselor if you did have such problems?

26. How much have you felt "burned up" by rigid or arbitrary school rules, regulations or assignments at this school?

27. How much do you feel that students in this school put too much stress on having money and very good clothes?

28. How much help from your counselor have you been given in getting along better with teachers?

29. How much do you feel the counseling program contributes to improving the total school program?

30. To what extent do you have an opportunity to be of value to your school?

31. How much trouble have you had in getting "in" with the students at this school?

32. How friendly are the other students in this school?

33. To what extent are you aware of your own abilities and talents?

34. How much do we have cliques (close "in" groups) of students in this school?

35. How much responsibility for your own learning are you given in your school?

36. How much do teachers really trust students in your school?

37. How much of a "run-around" do kids get in this school?

38. How much are the ideas and needs of students considered in this school?

39. To what extent do you feel this is a friendly school?

40. How much opportunity do you have to really get to know other students?

41. How much of a chance do you get to talk with your counselor about the things that really bother you?

42. How much real consideration is given to student ideas in this school?

43. How much does this school place too much emphasis on good grades?

44. How many of the students in this school who most need counseling are receiving such help?

45. How many of the discipline problems of this school do you feel have been handled fairly?

46. To what extent are the guidance personnel associated with this school competent?

APPENDIX B

School_____

SURVEY OF GUIDANCE PRACTICES

Each of the following questions seeks to discover the extent to which 1) general guidance services, 2) district-wide testing, and 3) other information on students are actually used in this district Rate each statement under the various headings according to the following scale:

1 = All of the time
2 = Most of the time
3 = Frequently
4 = Occasionally
5 = Rarely
6 = Never
7 = I do not know

General Guidance Services

Below is a list of guidance functions. Read them carefully and then enter one number (1 through 7 above) in the column to the left of each function. Select the number of each statement according to the degree to which you feel it best reflects the current practices in your district.

(Item # in Tables)

1 1. Direct work with normal children who have such problems as achieving below their potential, social difficulties or mild feelings of inadequacy.

2 2a. Work with teachers who have particular children with existing problems.

3 2b. Work with parents whose children have learning or behavior problems.

4 3. Direct work with children who have relatively serious problems, including such activities as individual testing, individual counseling and therapy.

5 4. Assistance to administrators, including serving as administrator when other administrators are out of the building, providing supervision for playground and/or student activities, and informing parents of student misbehavior.

6 5a. Work with teachers, including participation in curriculum development and help with professional problems relating to learning.

7 5b. Work with parents, including provision of information and assistance to them on child development and child behavior in school, focused on problem prevention.

8 6. Attention to special groups of children, including work with the retarded, gifted, physically handicapped and emotionally disturbed.

9 7. Direct work with children designed to prevent learning difficulties, such as general mental health program.

10 8. Keeping school records up-to-date, scoring achievement and personality tests, coding and reporting grades for the school records, scheduling classes.

11 9. Arranging for speakers or visitors to come to the school, public relations activities, such as talks to businessmen's clubs, women's clubs, etc.

District-wide Testing

The following statements seek to discover the various ways in which the results of your district-wide testing program are actually utilized. Rate each of these statements according to the scale at the top of the page.

12 1. Test results are used to provide specific diagnostic information about a student in order to place that student in appropriate special education or subject matter areas and/or sections.

13 2. Test results are used in order to diagnose those students who have special learning difficulties or personal problems which require individualized attention.

14 3. Test results are used to give a teacher information about various students' probabilities for developing certain types of problems, and information as to how the teacher may try to prevent the problems from developing.

15 4. Test results are used to give parents information about their child's potential difficulties and information about how they might assist in preventing these problems.

16 5. Test results are used by guidance personnel to help them identify sutdents who have a high probability of developing problems in the educational, vocational or personal areas.

17 6. Test results are used to analyze the strengths and weaknesses of the total school population as an aid to curriculum planning program development, recruitment of personnel, etc.

18 7. Test results are used by designated school personnel to provide feedback to students and/or parents regarding the educational, vocational and personal meanings of such results.

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Other Information on Students

19 1. This other recorded information is used to provide specific diagnostic information about a child in order to place the student in appropriate special education programs, subject matter areas and/or sections.

20 2. This other recorded information is used in order to diagnose those students who have special learning or personal difficulties which require individualized attention.

21 3. This other recorded information is used to keep track of data that is needed for administrative purposes, such as child's address, father's occupation, report card history and disciplinary record.

22 4. The other recorded information is used to give a teacher information about various students' probabilities of developing certain types of problems, and information as to how the teacher may try to prevent the problems from developing.

23 5. This other recorded information is used by guidance personnel to help them identify students who have a high probability of developing problems in the education, vocational or personal areas.

24 6. This other recorded information is used to analyze strengths and weakness of total school population as an aid to curricular planning, program development, recruitment of personnel, etc.

25 7. This other recorded information is used for having designated school personnel provide feedback to students and/or parents regarding the educational, vocational and personal meanings of this other information.

Please check the category into which you fall:

Administrator_____
Counselor _____
Teacher _____
Secondary _____
Elementary _____
Grade _____

APPENDIX C

GROUP DISCUSSION PRINCIPLES AND PROCEDURES

Clarence A. Mahler
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Quite often school personnel have meetings of teachers, parents, students, or community members in which they wish there to be wide participation in the discussion and a chance to air freely any concerns or questions. As has been stated often in this book, the basic purpose of a group or of even one meeting should be the strongest guide to how to make the group meeting as worthwhile as possible.

In considering the use of small group discussion as a possible method, the leader should have a clear idea of his own motives. The method presupposes that we are open to criticism and feedback. The ability to obtain feedback and criticism on our job performance is an important skill. We should all be open to feedback on how our job performance is seen. Quite often we confuse being open to feedback on our job performance with defending our working philosophy. When it comes to our basic working philosophy towards youth then we are only responsible to try and make it abundantly clear what our philosophy is. If other people have a radically different philosophy of working with youngsters then we can't hope to easily agree on procedures for working with youngsters. But we can expect to clearly outline our different views and encourage each one to become experimental in defense of our own philosophy. To argue over basic differences in philosophy, such as the extent of control which should be exercised over high school age youth, is a waste of time. We can resolve many issues of philosophical differences by actual experimentation. We can try one or both methods of control and see what happens. At the present time we have no definitive personality theory or learning theory that enables us to say with assurance that one method of child control is better than another. It behooves us to approach the wide variety of educational tasks with a basic experimental view.

A second danger to be aware of when considering using the small group method is that of manipulation by the leader. If we really are dedicated to listening to the views of people and in working with them, then we should not expect the outcomes to be all what we wanted in the first place. Sometimes we see a group leader who really appears to be waiting for what he wants to hear and then he tries to build upon these statements as representing the group. If an administrator or leader knows exactly what he would like to do, in a given situation , it is better to inform his subordinates and ask them to go ahead and do the task rather than have a discussion to consider alternatives, when in actuality one alternative must come out on top.

A third basic concern is to design way of getting all the people in attendance to share their concerns and views. The discussion should not begin until we have a survey of the problems, concerns, or views of the members present. People are not involved merely because they come to a group meeting. The tactics of the leader will determine

if the people leave with a feeling of having been a vital part of the discussion. To throw the meeting open to questions from the audience when a survey of concerns and questions has not been carried out is dangerous in many situations and even if not dangerous is leaving too much of the possible success of the meeting to chance. To allow the most vocal or dissident member of the group to begin is to risk losing control of the session. The leader is responsible for control of the group session. Control is quite different from manipulation. Manipulation by the leader is having the group come out where the leader wants it to come out and the use of any maneuver to be sure this is the outcome. It certainly is possible to have group meetings on the most controversial of issues and problems. Even in such instances these same discussion principles are basic. We must respect the right of people to differ with us, to have different philosophical views of what education should be, to differ on procedures for carrying out any task, etc. For example, in one parent group discussion on managing our own children, one mother raised the issue of giving a personality test in school (in this case it was the Strong Vocational Interest Blank). The leader handled this issue by stating the use of tests in our school had not been the agreed upon topic for this evening that we had come to discuss how we as parents are helping or trying to help our own youngsters. He could not resist adding that this particular test was one of the soundest tests for helping youth in vocational selection, that the parent certainly did have the right to decide if her particular child should have the test, but he did not feel that any parent had the right to tell another parent his child could not have the test. In other words, the group leader tries to respect the right of every person to his own views, but at the same time gently insists that we all must accord others the same respect. Naturally, we are not always consistent on this score of respecting the rights of others and should encourage those who work closely with us to let us know if they feel we are not aware of over-stepping our bounds where they are concerned.

The following steps consitute the process:

1. Getting Acquainted
2. Clarifying the Purposes
3. Obtaining the Concensus on Topics
4. Dealing with the Questions and Concerns
5. Summarizing and Setting Stage for Later Relationships

I. GETTING ACQUAINTED

If the group is 20 or less in number, it is both feasible and desirable to have each person introduce themselves. If at all possible, ask for more than mere name and location from the introductions. Let us take a few examples:

1. Coffee Clatch for Senior High School Parents of a New High School

   Ask each member to introduce oneself by indicating the child they have in this school, the grade level, where this child comes in the family and the parent's view of how their child is doing in this new school. From this bit of extra discussion material the group leader will be able to assess the level of concern, of involvement of parents and child, or positive and negative feelings toward the school, of potential areas of concern. This approach also offers each person a chance to say something and feel a part of the group. From this introduction approach the leader will be able to continue with his plan for discussion or alter the approach if it seems necessary.

2. Coffee Clatch For Parents of a District Coming Up for a Large Building Bond Election

   Ask each member to introduce himself giving the level of school their own youth is in, along with how long they have lived in the district. Since the discussion will likely center on the building needs and curriculum concerns involved, it is not necessary to get too deeply involved with the background of each participant.

3. Teacher Meeting of First Year Teachers

   It is doubtful if a one crack meeting with new teachers is the best way to support new teachers, but regardless of the frequency of meetings, it is desirable to be sure the individuals are well acquainted. So, instead of beginning with the problems and concerns they are facing right now, it is best to give each one a chance to acquaint the others with his own views, and his own history. Thus, it is possible to ask each one to not only give a brief picture of where they were brought up, but also how they happened to become a teacher. This provides both the leader and the group members with a chance to see that people enter the teaching profession with widely varied attitudes. The leader will be able to gauge the level of readiness and involvement that the group as a whole possesses and thus be able to time his helping the group climate to develop.

In addition to helping each member to get acquainted, the process of introductions provides the group leader with much opportunity to observe the members and how they are presenting themselves to this particular group. Each member should be encouraged to share sufficient of their own personal history that other members have a feeling of knowing them better. While this is going on the group leader will be listening closely to the level of trust, variations in trust, clearness of why people are attending, variations in motivation for coming, and clues for possible topics or discussion areas.

II. CLARIFYING THE PURPOSES

Regardless of how clear the purposes of the group meeting may be, it is desirable to review them with the total group. In a one-shot type meeting it is permissible to have the leader clarify in a few short statements the major purposes of the meeting and go right into

the discussion. The leader may wish to clarify the purposes of the meeting before beginning introductions. Regardless of when the clar ification is done, it is very essential to have this part of the process well carried out. If feasible, it is effective to ask the group members to indicate why such a meeting as this has been held and what they feel the main purposes for meeting may be. The danger to be avoided is to have the leader give too lengthy an explanation of the groups in words that are too abstract.

For example:

1. Coffee Clatch for Senior High School Parents of a New High School

   The leader opens with: "Since it has been difficult to have our regular PTA meetings give parents a real chance to ask questions and explore problems with our staff, we have organized a series of ten sessions, half at night and half in the morning.

   "This will be your opportunity as parents to ask questions or raise issues that may have been of concern to you. Since there is often a tendency for a discussion to center on the first problem or question raised, I wish to ask each one of you to come up with one concern, question, or problem that you would like to hear discussed here."

   It is often advisable at this point to have pencils and small pads ready so you may have each one write down his answer and then share it. There is always a danger that the group will, in reporting concerns and problems, follow the lead of the first talker and all appear to be agreeing on the major areas of concern. Secondly, with a full concensus of problems, it is possible for the leaders to help the group select the problems most common to all those in attendance and possibly arrange individual conferences for those few unique or personal concerns.

   In the case of the high school district preparing for a bond election, it is possible to go right from introductions to the purposes of the meeting. The leader can state the purposes briefly:

   > "We are asking for the people to vote in the bond election, but we do want to provide an opportunity for everyone of you to have all the facts and concerns relating to the bond issue. Since your being here indicates an interest and concern I'd like to hear from each one of you what your main interest or concern is relating to the bond issue."

III. OBTAINING CONCENSUS ON TOPICS

The essential element in getting good involvement is to tap as many concerns of the group as possible. The tendency when a group is given the opportunity to ask questions is to have a kind of question and answer between the leader and one person, and another.

It is difficult to know if the first question or two that come up are really the ones that are of most concern to the people attending. Thus, any approach that enables the leader to gain a concensus of the main concerns or problems is to be desired.

With a group larger than twenty, it is usually time saving to hand out cards and have each individual put his particular concern or problem down on the card. Then have someone quickly sort the cards. The buzz group of putting people into small groups of five to eight members is also a good way of obtaining a list of topics or concerns.

The leader wishes to know the main concerns of all members present and also wishes to know the variation of concerns. Procedures should be designed to attain this goal.

IV. DEALING WITH THE QUESTIONS AND CONCERNS

Questions or concerns requiring factual information should be answered as clearly and precisely as possible. The leader should endeavor to answer questions openly and honestly. For example, in one small group parent discussion a member brings up the question, "Why did the district mail out the report cards this time when it hadn't been done before? (District had just gone to data processing of cards.) This is going to cost $800 for the school year." This question was answered by the following, "We did mail them out this time, but the next two times they will not be mailed. We do plan to mail them out at the end of school. Obviously, most of you have no trouble getting to see your youngster's report card, but this is not true for all parents. Secondly, we are trying to balance the cost of mailing against the use of school time in getting the cards out and so are actually experimenting at this time." This clear cut answer satisfied the parent and indicated clearly that the leader was willing to have anything questioned, that he would try to explain the thinking that had gone into the change, but that the change was not inviolate and that they were eager to get additional views on reporting grades to parents.

Occasionally, a heckler or individual will bring up questions with a main view of upsetting or heckling the group leader or the school. In a gentle manner, the leader may question the purpose of the question and then go ahead and try to deal with it honestly. We should never try to appear in a good light by hiding information or by evasion. A leader may always pass on a question. If he is asked a question that is inappropriate for the topic and session, he may say so and go on to the next one. The procedure of concensus taking is designed to limit sharply the opportunity for side-tracking a discussion or upsetting the group discussion. Basically, a group discussion is based upon the principle of working together to solve issues or problems. Therefore the leader attempts to structure the program as being one of mutual responsibility.

If one is trying to reach a large audience by small meetings and with different leaders presiding over the sessions, it is most

helpful to have as much of the information and data printed in advance. This provides a chance to keep the information giving consistent and to meet some of the needs of individuals not able to attend the meeting. Reacting with hostility to a question, no matter how irritating it is, should be avoided. One can best handle heckling and hostility traps by avoiding arguments. When strong differences of opinion appear, the leader does not have to convert the opposition. It is our responsibility to share our program and our efforts, but we do not have to have everyone agree with what we are doing. A leader can always assure opponents that they certainly have a right to come and raise questions. In fact, we feel that a loyal, dedicated opposition is one of the main values in a community. We should have a basic conviction that the needs and concerns of the youth of the school or community are the major concerns, that we are not concerned with protecting our flanks and sandbagging all ramparts for the possibility of an unknown attack.

A quality in the leader that is most valuable here is a deep basic respect for people that differ with him. It is very difficult for an insecure counselor, teacher, or administrator to avoid the tendency to try and cover up everything that might possibly be criticized. We should try to help people understand what and how we are trying to run the school. Where basic differences in philosophy arise, we can accord those differing with us a basic respect and still remain firm in our own views. One of the most frequent errors is to think we are defending our philosophy of working with youth when in all truth we are also defending ineffective or poor performance. We should always be open to ways of improving performance. But when we differ basically with someone, then it is not a question of backing down, but clearly agreeing to the basic differences.

V. SUMMARIZING AND SETTING STAGE FOR LATER RELATIONSHIPS

One of our basic needs as human beings seems to evolve around the need for relationships. This is one reason why some people are attached to opportunities to meet in small groups. There is a real tendency when people have met in a small group discussion, regardless of the content or purpose of the group, and have had a very good discussion, to want this experience to be continued and repeated. It is upon this need and our deep commitmment to work closely with people that often leads to the selection of small group discussion as a choice for a particular program.

So, in finishing a single group session the members should be given a brief summary of the topics covered and be assured that the school or agency will certainly be giving careful consideration to the suggestions. Then a suggestion that since such meetings have seemed to be so worthwhile that our organization is considering using them in a more regular fashion can be made. Pople want to help us in any way they can; they are vitally interested in the school and how it is growing. Most of the time they do not feel as though they have much to offer and if they do have ideas do not know how to offer them to the school. We can build up good will and a good community support by making arrangements for small group meetings in which people may express not only their concerns and problems, but their children and the school.

TF 20 GUIDANCE

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

TF 20- 1. Guidance services are rarely present in the districts' elementary schools.

TF 20- 2. Guidance programs to prevent problems from developing are missing, particularly at the elementary level even though it is here they would be most effective.

TF 20- 3. At the present time a restricted number of students with special problems receive the focus of professional attention for guidance services.

TF 20- 4. The benefits of specialized training of guidance personnel are not being received by all the staff and students in the district.

TF 20- 5. The guidance program in Fresno City Schools emphasizes diagnosis and treatment rather than prevention.

TF 20- 6. Guidance personnel do not sufficiently involve teachers and particularly parents in their concern for personal and academic success of students.

TF 20- 7. The majority of the high school guidance personnel spend too much time on clerical functions.

TF 20- 8. Students think of counselors as administrative assistants or"program changers."

TF 20- 9. The present counseling program is weak in providing vocational guidance at the secondary level.

TF 20- 10. High school students find little or no opportunity to discuss in school the problems that better them.

TF 20- 11. There is a need for a high school guidance program designed to systematically improve self-understanding of the student as to his talents, abilities, and achievements.

TF 20- 12. A high proportion of the teachers in the district do not know very much about the guidance program.

TF 20- 13. The NDEA Elementary Guidance Project, involving only six elementary schools, fits the preventative model very well. This project is the most promising aspect of guidance in Fresno.

PROJECT DESIGN

NEEDS ASSESSMENT PUBLICATIONS

1. Brainstorm - Needs Perceived by School Staff
2. Speak-Up - Needs Perceived by Community
3. Student Speak-Up - Needs Perceived by Secondary Students
4. School Staffing
5. Analysis of Achievement
6. Problems Perceived by Educational Leadership

County Schools Survey

7. Vocational Occupational Needs Survey (published by County Regional Planning and Evaluation Center - EDICT)
8. 9. Other County School Needs Survey Reports (by EDICT)

TASK FORCE

Educational Content Fields

10. Reading
11. Language
12. Mathematics
13. Science
14. Foreign Language
15. Cultural Arts
16. Social Science
17. Physical Education

Other Educational Areas

18. Teaching/Learning Process
19. Special Education
20. Guidance
21. Health
22. Student Personnel
23. Adult Education
24. Vocational Education

Urban Physical Factors

25. Urban Physical Factors

Urban Social and Human Factors

26. Relevance and Quality of Education for Minorities
27. Special Needs of Mexican-Americans
28. Special Needs of Negroes

29. Conclusions from Needs Assessment Publications
30. Summary - Fresno Educational Needs Assessment
31. The Process of Educational Planning